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ABSTRACT

Catholic school educators are recognizing the necessity of marketing research for the effective planning of a long-range, proactive recruitment and retention program. A successful plan involves marketing, recruitment and retention, and public relations. Part I of this booklet outlines steps for the initiation of a marketing plan and provides suggestions for establishing a marketing committee, identifying recruitment markets, assessing recruitment trends, forming goals and strategies, and planning public relations events. Part II gives examples of recruitment and retention strategies and suggested timelines for their implementation. Part III incorporates these elements into the planning of a successful public relations event such as an Open House. Appendices include samples of an image survey, a visitor information form, a general information sheet, and an event evaluation questionnaire. (4 references) (LMI)

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A Year-Round Recruitment and Retention Plan

Marta Monetti-Souply

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About the Author

Marta Monetti-Souply served as Marketing Director from 1987-1989 for St. Mary's Academy in Portland, Oregon. Before her work at St. Mary's Academy, Ms. Monetti-Souply was Public Relations/Promotions Director at a large non-profit organization. Her work at St. Mary's Academy included the writing of the school's first Marketing Plan; coordination of recruitment programs, and writing, editing and designing St. Mary's Academy's recruitment literature and school publications.

Ms. Souply holds a Bachelor of Arts degree in Speech Communication from Oregon State University. She recently published an article in ***Momentum*** and was a speaker at the 1989 NCEA Convention in Chicago.

Acknowledgements

Many individuals have played an important role in my work for the promotion of Catholic education. While it is impossible to mention all of them, I would like to thank Mr. Jack Galmiche, Chairman of the Marketing Committee at St. Mary's Academy and the Sisters of the Holy Names of Jesus and Mary (SNJM), owners and operators of St. Mary's Academy.

Jack's great knowledge of marketing and his enthusiasm and dedication for Catholic education proved to be an inspiration to me. The Sisters' pro-active and visionary leadership allowed me to go forward with my marketing ideas without hesitation.

Lastly, I would like to thank St. Mary's Academy faculty and staff for their patience and support with me on this project.

Marta Monetti-Souply

Foreword

Under the leadership of Father Robert J. Yeager, former Vice President of Development at the National Catholic Educational Association, the first twelve booklets in a series on development were published between 1984 and 1987. These publications assisted thousands of people connected with Catholic schools who were seeking practical information about facets of development.

To expand on Father Yeager's legacy, NCEA in 1989 conducted a survey of new topics to be included in the second installment of this series. Principals and development directors ranked some twenty additional areas to be addressed. This publication, ***A Year-Round Recruitment and Retention Plan***, received first priority.

Ms. Marta Monetti-Souply writes from her own enrollment success story at St. Mary's Academy in Portland, Oregon. Through the application of marketing, recruitment and retention planning, and public relations, St. Mary's Academy experienced a 28% increase in enrollment between 1988 and 1989. This booklet provides reassurance to readers regarding their own recruitment strategies, but more importantly, it places enrollment growth within a comprehensive plan for analysis, application and evaluation. The publication will challenge readers while offering practical explanations.

I wish to thank the following people who acted as critical reviewers for this publication: Brother Milton Barker, FSC, Superintendent of Totino-Grace High School in Fridley, Minnesota; Dr. Thomas S. Edwards, PhD, Secondary School Department at NCEA; and Sister Kathleen Collins, SFCC, Assistant Executive Director, Elementary School Department at NCEA.

Mary V. Burke, SNJM
Secondary School Department

PART I
From Marketing to Recruitment Planning

Start with Marketing

Understanding Marketing

The marketing concept holds that the primary task of an institution is to determine the needs, wants and values of its target constituencies and to adapt itself to delivering the desired product more effectively and efficiently than its competition. An exclusive focus on public relations, those activities aimed at increasing the visibility of the school in the community, simply will not do the job. Marketing is not only concerned with addressing the school's publics, but with listening to those publics in order to truly determine the needs and desires of that community.

Marketing is the analysis, planning and control of programs designed to bring about desired exchanges with designated markets. In terms of Catholic schools, this means delivering the best possible Catholic education to the community which desires and supports an alternative to public education. Increasingly, educators in Catholic schools are coming to emphasize the vital place of a marketing plan which precedes recruitment and public relations programs.

Why a Marketing Plan?

Using marketing is the key to a school's ability to improve the way it relates to both its internal and external environments. Marketing is often thought to apply to the business world rather than education, but it should become an integral part of the everyday language of schools. A

marketing plan identifies target audiences; seeks data as to the needs, wants and values of each audience; determines who makes the decision to attend the school; measures the factors which influence the choice of a school; and appraises a school's image. This information, achieved through the marketing plan, then leads to designs for recruitment and public relations programs.

Marketing research provides the information necessary for effective, strategic planning of a long-range recruitment and retention program. As many schools are coming to realize, student recruitment and retention have become increasingly common elements in Catholic schools as they plan for the present and the future. Schools can no longer focus solely on educating their students. To insure that Catholic education can be offered to children in the future, schools must implement *pro-active* recruitment campaigns. Catholic schools offer distinct advantages and must be able to effectively and efficiently *communicate* those advantages to the community at large.

It is essential to be pro-active rather than re-active. Whether a school has an abundance of students or insufficient enrollment, the time to write and implement a plan is now!

A plan is much like a road map on a long journey. It is important to know where you are going as well as the stops along the way in order to arrive safely and successfully at your final destination. This handbook will define, step by step, the components for your school's new plan, from marketing to recruitment and retention strategies. Keep in mind that every school's plan will be different and may not include all the elements outlined in this handbook. What *is* important is that you *do* have a plan including marketing, recruitment and retention, and public relations.

This booklet is divided into three major sections. Part I will outline the various steps involved in initiating a marketing plan for your school, from establishing a committee through the evaluation of your student recruitment and retention programs. Part II will provide detailed examples of recruitment and retention strategies along with suggestions for sample time-lines. Part III will outline the incorporation of these elements into the planning of a successful event such as an Open House.

Establishing a Marketing Committee

A school should establish a marketing committee to act as the primary resource. This marketing committee should be the locus of planning, implementing and controlling marketing, recruitment and public relations efforts throughout the school. Key people in the student recruitment process such as the principal, the development director, the elementary school secretary and student recruitment director will meet with this committee.

A marketing committee of parents (past or present), businessmen and women, alumni and members of the parish community will add variety, new ideas, expertise and direction to the formation of the overall plan. Forming a committee from a broad spectrum of the community also insures the presence of individuals on the committee who may be able to identify potential resources in the areas of gratis professional services or gift-in-kind donations.

Selecting Members for a Marketing Committee

Select people with marketing expertise. In addition to their professional training and experience, those selected should also convey a conviction about the importance of Catholic education and, ideally, a loyalty to your particular Catholic school.

To begin the selection process, compile a list of parents and their individual occupations. An occupation list of alumni and board members would also be helpful.

If your school does not have this information, it is important to obtain it. One way is to utilize your school's student registration forms. (See Example A below.) Another way to assemble this list is to ask parents to fill in forms with occupation information at the time of parent/teacher conferences. This list of occupations of those connected to your school can help not only with marketing but with development efforts as well.

Example A: Information on Registration Form

Natural/Adoptive Father	Natural/Adoptive Mother
_____	_____
First Middle Last	First Middle Last
[ ]Divorced [ ]Remarried [ ]Deceased	[ ]Divorced [ ]Remarried [ ]Deceased
Home phone: _____	Home phone: _____
Religion: _____	Religion: _____
Employer: _____	Employer: _____
Full Time: ____ Part Time: ____	Full Time: ____Part Time: ____
Job Title: _____	Job Title: _____
_____	_____
Duties: _____	Duties: _____
_____	_____
Bus. Address: _____	Bus. Address: _____
Bus. Phone: _____	Bus. Phone: _____

Step-Parent or Guardian: _____

Address: _____	Phone: _____
Employer: _____	Job Title: _____

Business Address: _____ _____

Business Phone: _____

Student lives with [ ] Parents [ ] Father [ ] Mother [ ] Guardian
[ ] Stepmother [ ] Stepfather [ ] Other

On these occupation lists, identify individuals employed in fields such as public relations; sales; marketing; real estate; direct-mail marketing; media (television, radio, newspaper); graphic design; printing; or video production.

A well-rounded marketing committee might look something like this:

Joe Smith—Sales Manager
Susan James—Reporter for *Daily News*
Angel Anders—Marketing Manager
Tom Brojerith—Public Relations Director
Rich Sambiri—Art Director
Jane Johnson—Small business owner
Paul Logan—Vice-President for Marketing
Barbara Geller—President of Real Estate Agency
Appropriate School Staff Representatives—Principal; Development Director; Elementary School Secretary; Student Recruitment Director

Marketing Involves Assessment

Major Elements of a School Assessment

It is important for the marketing committee to establish realistic goals which the school hopes to achieve. Just as important, however, is a proper assessment of the current situation of the school, its image, and the environment in which it carries out its mission. A well-executed plan will touch the lives and activities of practically everyone at your school at one time or another. It is essential, therefore, to involve as many people as possible in the various planning stages. Faculty, school staff, students, parents, administration, and members of the school's governing group should all help in assessing the strengths of the school as well as in establishing its long-range goals.

- **Purpose/Mission of Your School**

As basic as this may sound, the mission statement is an essential part of your school's plan. All elements of your plan should reflect the school's mission. It is important that all of the elements detailed in the plan are consistent with the mission. If your school does not have a mission statement, the governing group should make this need a

priority.

- **Ways to Assess Strengths/Weaknesses**

Your school should have a clear understanding of its strengths and weaknesses. Where does your school excel? Are your students receiving solid training in religion, language skills, math, science, and critical thinking skills? Are there any particularly noteworthy or innovative programs such as community volunteer services, computer science or special courses? Are there any weaknesses in your curriculum that should be addressed?

The key to establishing realistic goals for your school is obtaining realistic information on which to build your plan from all those involved in your school: teachers, parents, students, administrators, coaches, alumni and board members. Various approaches can be combined to gather information. One way is to use a **"think tank"** in which you select key representatives from the above mentioned groups. Set an agenda of what you need to accomplish and allow for brainstorming sessions.

Some sample agenda items:

- Identify strengths and weaknesses of the school
- List what parents want from the school
- List what students want from the school
- Identify how people learn about your school
- Describe the reputation of the school

Another way to assess your school's image is through the analysis of information gained through an **image survey** (This is also a tool for the external assessment). Prepare a questionnaire for teachers, parents and students in your school. On the questionnaire, ask respondents to list three main reasons why they have chosen to attend your school. What do they perceive as the school's weaknesses? Its strengths? What areas would they target for improvement? Ask respondents if they would volunteer to serve as members of a "focus group" to discuss their responses in more detail.

"Focus groups" (or group interviews) involving eight to ten respondents can be an effective follow-up to the questionnaire. Using a brief outline, an interviewer from the marketing committee acts as a moderator. The role of this individual is to keep the discussion on the topic and to encourage respondents to talk freely. Members of the marketing committee then report back to the committee as

a whole on the results of their individual focus groups to determine if dominant themes emerged or if specific concerns about the school became apparent.

- **Retention Patterns**

It is also necessary to study the profile of student retention. The example below indicates that retention efforts succeeded in the 1988 school year by reducing the attrition rate by more than 50%. The faculty and administration should discuss these results, identify the retention steps taken the previous year, and continue their efforts accordingly.

Example B: Retention History

Total figures listed below refer to the total number of students not returning for the following school year.

1985-86 School Year		1986-87 School Year	
TOTAL	40	Seniors	10
Individual breakdown not available		Juniors	12
		Sophomores	23
		TOTAL	45

1987-88 School Year		1988-89 School Year	
Seniors	11	Seniors	3
Juniors	16	Juniors	11
Sophomores	15	Sophomores	10
TOTAL	42	TOTAL	24

External Assessment

Just as important as the internal assessment of your school's strengths and weaknesses is an understanding of the external environment in which your school operates. By examining the various aspects of the external environment in which the school operates, a marketing plan can make the best uses of its resources and lead to targeting those groups most likely to enroll.

- **Image Survey (See Appendix A)**

In an external assessment, it will be necessary to gather information from potential students and their parents, from students and parents who did ***not*** attend your school, and from other influential people in your local area. Again, a questionnaire, focus group sessions, phone surveys, or in-depth interviews might provide ways of measuring the school's image. The more reliable the information, the more helpful the data will be in designing a recruitment plan later.

What other factors of the larger community need to be taken into account when designing a recruitment plan? What aspects of the community might ultimately effect enrollment, recruitment or retention efforts?

- **Market Population Trends**

Investigate the public school district's enrollment projections. Are the enrollments rising or declining? Write a statement describing this situation and incorporate it into your marketing plan. For example: "The local area projects a slight decline in grades K-8 until 1991 at which time there will be a 1-3% rise. By 1996, the city will construct a new high school."

- **Public Issues**

Are there any public issues somehow related to your school's recruitment and retention efforts? Is the neighborhood perceived as safe? Is segregation an issue? Where do students congregate before and after school hours? If you identify potential problems, then the plan must address each of the concerns. For example, a school's plan might state, "Although there is a seven block walk from the bus stop to the school, the school organizes a volunteer parent program to monitor the area from 7:45 to 8:15 a.m. and from 2:45 to 3:15 p.m. each school day." This information should be included in brochures, open house, and the school newsletter.

- **Transfer to Junior High**

In some locations there is a current trend towards students leaving Catholic grade schools to attend public middle schools or junior high schools. This "fallout" not only affects the grade school's retention efforts but also effects high school recruitment efforts. If the feeder school

population shrinks, the high schools will have fewer students from which to draw. Any strong pattern affecting enrollment in your area should be included as an item in this section of your plan.

- **Market Identification**

Where do you draw your students from? If your school is a high school, do you draw from the Catholic grade schools? If you are a grade school, do you draw from your parish only? Pre-schools? Compose a chart of your feeder programs.

Example C. Freshman Class Statistics

	1983/84	1984/85	1985/86	1986/87	1987/88	1988/89
Catholic 8th grade population	369	384	297	269	265	246
Number enrolled	75	71	66	66	42	79
Percent of feeder population	20%	18%	22%	25%	16%	32%
Percent of freshmen class from Catholic grade schools	70%	57%	59%	58%	44%	62%
Number of freshmen from public schools	32	54	47	48	53	49
Percent of freshmen class from public schools	30%	43%	41%	42%	56%	38%
TOTAL FRESHMAN CLASS	107	125	113	114	95	128

This example analyzes the two main feeder sources of students. Specific patterns can be identified once data is provided. In this example, the overall number of available students from the Catholic eighth grade population has

declined by 123 students from 1983 to 1988, a drop of 33%. Meanwhile, the number of students attending the high school from the Catholic feeder schools has remained relatively steady and in fact witnessed a dramatic increase from 1987 to 1988. This indicates that the school's recruitment efforts have been increasingly effective. Another conclusion that might be drawn from this data is that in the face of a shrinking target market, the school must concentrate on the public school market as well.

- **Effectiveness of Marketing Contacts**

If many of your target students do not attend your school, which school or schools do they attend? Why? Don't assume the answer. Design ways to actually pose the question and record the responses.

Further refine your information by requesting information from the feeder schools each September regarding last year's graduates.

Example D: High School Enrollment Profile

Feeder School	Year	Number in 8th Grade	High Schools Attended
St. James	1985	47	6-Central Catholic 4-St. Mary's 12-LaSalle 20-Public School #12 5-Other private school
	1986	53	7-Central Catholic 4-St. Mary's 16-LaSalle 21-Public School #12 5-Other private school
	1987	etc.	etc.

Watch for patterns and gather information about the main schools which students attend.

- **Scope of Market Contacts**

How do most of your students learn about your school? By examining your market sources, perhaps you can

realize which programs are already in place to reach these markets as well as discover opportunities to develop new ones. Some sample market areas include:

- Children of families who have moved into area
- Children of alumni
- Foreign students
- Sisters/brothers of past students
- Friends of current students

Some examples of how students or families have learned about your school are:

- Newspaper articles
- Friend
- Pre-school teacher
- Direct-mail literature
- Parish bulletin
- Real estate agent
- Open House
- Relative

Create a matrix with your target audiences, your events and resources. This may help you visually discover areas of high impact and areas with low impact. See example on the next page.

Example E. Marketing Matrix
Current Situation

Target Audience (List Each)	Code for Events	Code for People Involved	Code for Print/Media
Pre-school #1			
Pre-school #2			
St. James Elementary			
Public School #12			
St. Edwards R.E.*			
St. Paul R.E.			
Star of Mary R.E.			
St. Edwards Parish			
St. Paul Parish			
Star of Mary Parish			
(Etc.)			

*R.E. = Religious Education Program

For each of the target audiences above complete the grid of contacts.

Events to inform	People Involved	Print/Media Material
1. Open House	CP- Current Parents	● Newsletter
2. Bring a Friend Day	S(5-8) Students in grades 5 to 8	★ Brochure
3. Ice Cream Social		■ Video
4. Field Day	P-Principal	▲ Direct Mail
6. Sports Clinic	A-Alumni	✖ Parish Bulletin
7. Leadership Seminar	F-Pastor	❑ Posters
8. Science Fair	T-Teachers	✡ Flyers

- **Other Alternatives to your School**

What school choices are available to your prospective students? It is important to not only identify these schools but also to analyze how these schools are effective in recruiting students.

Marketing Leads to Planning

Writing the Plan

With the information obtained from these marketing activities, a school can gain a clearer picture of the target groups (or markets) and design effective strategies for recruitment and public relations.

Forming the Goals

Every recruitment plan needs goals and objectives for both the attraction of new students and the retention of current students. What do you want to accomplish with the implementation of this plan? A certain number of students? A certain type of student? An increase in students from a specific geographical area?

For schools that are beginning their recruitment efforts, the first goal should be to broaden the public awareness of the school among all constituent groups. The principal or development director cannot single-handedly increase enrollment. This person can be the motivator, planner and organizer, but the students, alumni, parents and faculty must all be involved in telling the school's story. They can speak with conviction based on their personal involvement with the school. The more people that are involved in recruitment efforts the better; these individuals will have friends, business associates and relatives who can help identify prospective students.

In terms of student recruitment and retention, set high but attainable goals. Limit the number of goals in order to maintain a clear focus and to achieve results. After reviewing the information gleaned from both the internal and the external assessment procedures and from consulting student enrollment and retention figures over the past five years, here are two goals a marketing committee might establish:

Goal #1. Manifest a broad-based commitment from the following groups and expand their involvement in student recruitment:

- Governing Body
- Students
- Faculty/Staff/Administration
- Parents
- Alumni

Goal #2. Enroll 500 students by 1993 by attracting 10-15 additional students per year as well as reduce student

attrition to 5% by 1992.

Since the entire recruitment plan will be a resource document, attach supporting information and documentation to the plan. Questionnaire results, enrollment history and retention analysis should be included in the appendices.

Formation of Strategies/Tactics

This section is the "how-to" component of the recruitment plan, encompassing the day-to-day, month-to-month planned activities which will secure the achievement of the school's enrollment goals. After the long-range goals of the recruitment plan have been established, it is necessary to identify the individual steps which will bring the school closer to its target.

This section of the plan lists all of the activities selected from the brainstorming sessions, the data analysis, the guidance of the marketing committee and the faculty discussions. From the many ideas brought forward, the plan identifies specific kinds of involvement by each constituent group, thereby broadening the base of involvement of a school's resource groups. The school must seek to design viable strategies for each resource group to help with recruitment efforts, selecting the sources of information which are most credible to the potential students and to the parents of those potential students.

Identify the possible resource groups and select those to be incorporated into the plan:

1. Staff/Faculty/Administration
2. Alumni
3. Students
4. Parent community (Past/Present)
5. Parent's Club
6. Governing group
7. Realtors
8. Teachers/Principals in the feeder programs
9. Donors
10. Religious education teachers
11. Public school teachers
12. Day Care Centers and Pre-school programs
13. Parish community

For each ***resource,*** list the ways the school is communicating with or using these resource groups. Then design additional methods or activities for them in the recruitment

process.

For each *activity*, create a timeline for implementation. To make this recruitment plan truly workable, it must be designed in manageable parts. Attempting to implement all of your ideas in the same month will result in some projects not receiving ample attention.

Spread your activities and programs throughout the year. Take into account which events are taking place in that particular month both in the school and in the broader community. For instance, if your school's anniversary celebration, Open House, and classroom visitations are all scheduled in October, you need to postpone the organizing of a student recruitment group until a later month.

Organize your strategies in two sections:

1. A list of ideas for programs, events and activities with a timeline assigned.
2. A summary list of projects by month to determine balance and emphasis throughout the year.

Establishing Events

Every school should organize events that attract prospective families to your school and which convey information about the school to them. The more contact they have, the more comfortable they will feel with your school. You want to expose prospective families to your academic program, co-curricular activities, spirituality and school pride. There are many different opportunities for you to do this. Listed below are some types of events frequently incorporated into recruitment plans:

- **Open House**

It is traditional for schools to hold an Open House for prospective students and their parents. As a general rule, the full faculty should be in attendance along with some students, parents and alumni. Open House gives a "slice of life" look at your school and provides information which is accurate, important, and which creates enthusiasm for your school.

- **Bring a Friend Day**

This event should be a very upbeat day with plenty of student involvement, providing an opportunity for your students to show the pride that they have for their school.

Ask that your students bring a guest to school and also invite prospective students on your mailing list. Every visitor should be paired with a student for the entire day. Ask your teachers to give a brief overview of their class and prepare a lesson that involves visitors

Plan your daily schedule to allow for a 5-10 minute welcome assembly in the morning, a longer lunch period, and an assembly in the afternoon. At the welcome assembly have each student complete an information form (see Appendix B). The assembly could involve entertainment and a few messages from the student body representatives and principal. At the end of the day, have visitors fill out an evaluation form. In addition to name and address, design the form to also measure interest in the school, satisfaction with the day, suggestions, and the follow-up contact desired.

- **CYO Night**

Consider a sports event in the fall and in the winter that draws Catholic Youth Organization teams to one of your school games. Obtain a list of coaches' names and addresses for a certain sport such as volleyball and designate one home game as CYO night. Write invitation letters to the coaches and their teams. Ask them to wear your school's colors and provide them with treats after the game. Conduct a drawing for a free volleyball signed by your team members. Make a WELCOME poster with all of the team's names listed.

Have another event in the winter for basketball and offer participants ice cream sundaes after the game. Encourage your team members to join the ice cream social and mingle with the guests.

- **Sneak Preview**

When you have a list of incoming freshmen, invite them to a sneak preview at your school. In order to retain incoming students identified with the school, you want to make them feel like they are already a part of your school's family. Have the student body president sign a letter of invitation to the incoming freshmen. Involve your student public relations group in the planning of the event. Consider having your students perform a skit about the first day of school jitters. Provide treats, an opportunity for small group discussions led by students, and testimonials on subjects

such as how to get involved, handling homework load, or joining academic or sport programs.

Setting the Timeline

After formulating all of these new and extensive events for recruitment, create a separate list of projects by month. This is to ensure that your marketing plan will succeed and that your activities are varied, appropriately timed and ongoing.

For example the first two months might include:

September

- Mail information packets
- Organize parish representative meeting
- Profile faculty in school newsletter

October

Events: Back-to-School Night
Anniversary Celebration
CYO Night

- Form a student public relations group
- Have a contest for prospective student names
- Give a presentation on enrollment at Back-to-School night
- Mail Open House invitations

By listing your tasks by month and including the planned events you will be able to keep better track of your progress. This section of the recruitment plan should be consulted every week.

Budgeting

The items you plan in your marketing plan must be adequately funded. You will want to advertise for your Open House to reach the largest number of people. Make sure that your budget reflects that need. Organize your budget item by item. For example:

Account	Amount
Postage	$000
Advertising	$000
Brochures	$000
CYO Night	$000
Newsletter	$000

Evaluating the Plan

The final process of implementing your recruitment plan is the evaluation of your efforts. Go back to the written plan: it is meant to be used, not to sit on a bookshelf and collect dust. You should use it daily—write on it if you like! Revise it as new ideas surface. Update it any time a new dynamite idea comes along and check off tasks as you complete them.

Try to build evaluations into each part of your major planned events. Let visitors complete evaluation forms designed for the specific event, arrange time for the faculty to discuss the event at the next faculty meeting, survey current student reactions and seek evaluations from volunteers involved in each event.

After the first year of your recruitment plan, your marketing committee should review and evaluate the total plan. Discuss which items worked well and which did not, sharing the specific evaluations gathered throughout the year. Delete those items that were not feasible and add new ideas. Not every idea is going to be effective; some ideas may sound great, but turn out to be simply impractical. Don't become discouraged. Work on the ideas that are proving to be successful and capitalize on those.

The final evaluation comes when students apply and register. Did effort in a particular feeder school work? Is enrollment up in a target neighborhood? It may take several years for a particular strategy to produce an effect. Printing a brochure and initiating a student visitor program may not affect enrollment in the first year. It does, however, plant the seed, and a good recruitment program will eventually meet your goals.

Maintain accurate records and keep track of your research. Are your audiences receiving the intended messages? Has attendance at Open House increased? Did your direct-mail efforts produce more requests for information packets? From these requests for information, how many students visited? How many enrolled?

Begin to scrutinize enrollment data each year so that you can look back at trends over a five or ten year period. A questionnaire for transfer students in the first quarter can help elicit information for you. When a parent or student calls your school for an information packet, ask how they heard about your school. At Open House, include on an

evaluation form a check-off list of where the student or parent heard about your Open House. (See Appendix B for example.)

Keeping accurate records on all of these items helps you to determine whether or not your marketing efforts are effective. Nothing happens overnight, so keep these statistics year after year.

PART TWO

A Sample Plan for Reaching the Enrollment Goal

This section will provide some examples of recruitment and retention strategies with their timelines. For each of the 14 resource groups, the plan details specific tasks and deadlines for completion. These examples are designed to be applicable for both elementary and secondary school levels. They demonstrate broad based involvement in the recruitment program design.

ENROLLMENT THROUGH RECRUITMENT

Resource Group/Task	*Timeline*
1. Staff, Faculty, Administration	
A. Teachers make summer contact with incoming students by postcard, letter or phone call.	August
B. Faculty design the lesson plan for visitation day to offer visitors an opportunity to participate in the day while learning more about the school's curriculum. Faculty evaluate the day.	November

Resource Group/Task	*Timeline*
C. Teachers design Open House presentation. Evaluate Open House at faculty meeting.	December
D. Development director interviews teachers and coaches in order to write a series of letters for them which will describe aspects of their programs. After surveying the interests of prospective students concerning their favorite two classes and their favorite two activities, compose a master list for each class and activity. Letters outlining specific programs, signed by the corresponding teacher or activity director, are mailed over this two-month period.	January/ February
E. Teacher committee works with student government to plan spring event for parents and prospective students.	March
F. Teachers evaluate student recruitment plan for year at faculty meeting.	May
G. Report the progress of the school's recruitment efforts at faculty meetings.	Monthly
H. Create a newsletter or bulletin board to keep the faculty informed about recruitment projects.	Ongoing

2. Alumni

A. Publish in newsletter a listing of current students who are the 2nd, 3rd or 4th generation to attend the school. List alumni by name who are related to current students.	September
B. Include a response card in the alumni publication requesting names of prospective students.	November

Resource Group/Task	*Timeline*
C. Invite recent graduates to speak to current students about the preparation the school gave them for the next level of education.	December
D. Gather information from alumni regarding the results of their education. Use quotes and testimonials in recruiting.	February
E. Plan a social event for alumni, including some role for current students at the event.	April

Alumni information: Design a questionnaire for your alumni. Ask questions about your school's strongest and weakest points. Provide an open-ended question to receive testimonials. Such quotations can be used in alumni publications, school brochures, school newsletters and the student paper.

3. Students

A. Have a contest to obtain names and addresses of prospective students to invite to Open House.	October
B. Form a student public relations group.	November
Have this group:	
1) Help with recruitment activities	Ongoing
2) Write letters to students about taking the entrance exam	January
3) Call incoming students	Summer
a. to invite to activities	
b. to make summer contact	
4) Act as host/hostess for visiting students.	Ongoing
C. Organize freshmen to write their eighth grade teachers during National Catholic Schools Week to thank them for teaching them and to explain how he/she is doing in high school.	February

Resource Group/Task	*Timeline*
D. Work with English teachers to have seniors write to their eighth grade teachers about college plans and what their schooling has done for them.	May
E. Interview students for testimonials.	Ongoing
F. Elementary school children send congratulation cards to newly baptized children in the parish and a birthday card each year thereafter. When the child is four years old, invite him or her to visit the school.	Ongoing

Student Public Relations Group: Forming a student public relations or ambassador group has many advantages. The group becomes a resource for recruitment activities such as Open House and Bring a Friend Day. Select students who are positive, responsible, and good representatives of the school. Ask teachers to identify such students. Organize the group to meet monthly or bi-monthly to help focus on upcoming recruitment activities, to evaluate recent efforts, and to design new approaches. By asking the student public relations group to make calls to students, you are increasing the student-to-student interaction which can be critical to recruitment efforts. A special phone call from a student at your school to a prospective student to invite him or her to an activity can be very effective.

Student Correspondence: Even after four years in high school, your seniors are still important to their eighth grade teachers. Letters from high school seniors to an eighth grade teacher telling how they have developed through their high school years would be welcomed. This is also a wonderful opportunity to inform the eighth grade teachers about your school in a personal way. Encourage the seniors to write about their plans for college, including how your school may have helped them achieve their goals. For high school freshmen, a similar letter to their eighth grade teacher could perhaps be a graded writing assignment. If this activity is part of National Catholic Schools Week, the purpose and involvement can be another way to celebrate the week.

Student Testimonials: Just as with the alumni, keep track of what the students are saying about the school. Use testimonials in information packets, recruitment brochures, newspaper ads, or other publications.

4. Parent Community

A. Give an enrollment presentation at Back to School Night. Let parents know the progress of your school's marketing efforts, express your enthusiasm, and ask for their involvement. October

B. Have the Parent Club officers conduct a recruitment phonathon to obtain names and addresses of prospective students. November

C. Send each family copies of the school brochure and ask that they distribute the recruitment brochure to interested families. December

Recruitment Phonathon: A recruitment phonathon is similar to an annual giving phonathon. Through the PTA, organize a group of parents to call all of your school's parents asking for names and addresses of prospective students. Parents may have business associates, friends, or relatives who know of prospective students to invite to school functions. You accomplish two things with this activity. First, you obtain new names and secondly, you raise the parents' awareness and involvement in recruitment.

5. Parents Club

A. Continually keep this group informed of the school's marketing efforts and ask for their help through:

- Reports at meetings
- Volunteer assistance
- Newsletters

Ongoing

Resource Group/Task	*Timeline*

6. Governing Group

A. Oversee the Marketing Plan	
• Allocate budget for recruitment/ retention programs.	May for next school year
• Evaluate effectiveness of the recruitment plan with marketing committee.	June/ December
B. Report progress of marketing efforts at the meetings.	Monthly
C. Distribute copies of school press releases.	Ongoing
D. Request names of prospective students from this group.	November

Involvement: Involve the governing group in recruitment and public relations brainstorming sessions once or twice a year. If the group is ultimately responsible for allocating money, it is important that they be kept abreast of recruitment goals and progress. The more informed and involved they are in the school's plan, the more the plan will remain a priority.

7. Realtors

A. Contact the relocation departments of realtors in your school's area and give them a supply of your school's recruitment literature. Ask the realtors to include your school's information in all packets for new families in the area with school age children.	Yearly
B. Invite realtors to a wine and cheese social hour to become better acquainted with your school. Organize the social to provide time to meet with the principal, to see the school slide show, and to visit with students.	March

Resource Group/Task	*Timeline*

8. 8th Grade Teachers

A. Mail information packets at the beginning of the school year.	September
B. Have your school's teachers inform last year's teachers how their former students are progressing. Create a form for your teachers so that they can give you information on a particular student who is excelling or has improved in a certain subject or activity.	March
C. Mail press releases on individual students to their teachers and pastors.	Ongoing
D. Mail individually addressed copies of your school's monthly newsletter to the teachers.	Monthly
E. Invite teachers from feeder schools to an annual social at your school. Ask your students to help serve refreshments and to make presentations about the school.	April

9. Donors/Benefactors

A. Keep this group informed of enrollment patterns and ask for their help when appropriate.	Ongoing
B. During your yearly phonathon ask donors for names and addresses of prospective students and share your school's pro-active marketing stance.	September

10. Religious Education Teachers

A. Request class lists to be added to your mailing data.	September

Resource Group/Task	*Timeline*
B. Mail Open House invitations and ask that teachers distribute them to interested students.	October
C. Encourage your students to act as teacher's aides in religious education programs.	Ongoing
D. Suggest that several students from your school give presentations on faith and service in your school.	April

Student Service Groups: If your school has an active service group, help them create a program to present to 7th and 8th graders about how they became involved in service, what some of their projects are, and why are they involved. This gives your school an opportunity to discuss material with prospective students which would be inspirational and which is characteristic of Catholic school involvement in service.

11. Public Schools

A. Mail invitations to Open House to teachers or school counselors and ask that they distribute them to interested students.	October
B. Keep the teachers informed of how their former students are progressing.	March

Public School Contacts: The success of this part of a recruitment plan depends to a great extent on the working relationship between the public and private schools. Many students come to Catholic schools from the public schools. Try to establish a relationship with the key people in public schools, whether it be teachers, counselors or principals. Create a mailing list of public schools and key contacts and keep them informed of your school's activities and programs.

Resource Group/Task	*Timeline*

12. Day Care Centers/Pre-Schools

A. Mail information regarding your school's program (brochure or letter).	September
B. Mail Open House invitations and ask that they be given to parents.	October
C. Have children in your school make cards for special occasions for children in day care centers.	December/ February
D. Bring school performances such as skits, choir or gymnastics to pre-school centers.	Ongoing
E. Have older students accompany pre-school students on a field trip.	May
F. Organize story hours in school libraries for four-year-olds.	Quarterly

13. Parish Community

A. Form a parish representative network.	March
B. Mail a newsletter to parish representative with: • Thanks • Ideas • Updates • Tasks	Monthly
C. Organize two meetings per year: • Fall—discuss the new school year • Winter—share new ideas	 September February
D. Have parish representatives call families that attended Open House.	November/ December

Parish Representative Network: For schools drawing from several parishes, a parish representative network establishes a contact person in each parish responsible for making the school better known in that parish. Each school should form a group that fits its needs and resources. For schools drawing from one parish only, the network could be designed to have a designated contact person for each parish group, i.e. Knights of Columbus, Altar Society, Youth Ministry, or Elderly Outreach to make the school better known within each group.

The representatives should be carefully selected. Invite representatives, parents usually, to act as a liaison between your school and their represented group. They can design ways to keep their group informed about the school. Representatives can also post fliers and posters, host coffee and doughnut informational sessions after Sunday Mass, or show the school video in their home for those interested in learning more about the school.

Monthly Newsletter: Create a monthly newsletter for this group to heighten their awareness level and to keep their enthusiasm building. A newsletter is an excellent communication vehicle. Remember to give examples of what was achieved, to thank the representatives for their time and effort, and to ask for their input.

Meetings: Meetings give the group an opportunity to come together to brainstorm, and to share ideas and success stories. Involve this group in marketing decisions and keep them as up-to-date as possible on any school program changes or special projects that would be of interest to prospective students.

The parish representative network should also be continually working on obtaining prospective student names and addresses for your school's mailing list. One source of information might be the school directory from the local public school.

Open House Follow-up: At Open House, ask that each family fill out a form. (See Appendix D and E.) Copy the forms for your parish representatives and ask that they call the families from their parish. "Hi, this is Susan Summers, a parent at St. Stephen's. I was calling to see how you enjoyed Open House and if you had any questions." Just as student-

to-student contact is critical, so too is parent-to-parent interaction.

14. Public Relations

A. Continually look for public relations opportunities for individual students, teachers and the school itself. Ongoing

B. Work on establishing relationships with newspaper education editors. Ask what type of stories the papers are interested in. Follow up your press release with a call to see if they plan to use your information. Ongoing

C. Work on a general feature story in conjunction with a special upcoming event such as an anniversary celebration

Media Resource People: Encourage your students, teachers and parents to provide the person in charge of public relations at your school with student and teacher success stories as well as general feature story ideas. Remember, though, that news editors are constantly bombarded with all kinds of story ideas from a wide variety of organizations. Be prepared to answer these questions: Why should a newspaper run this story? What makes it newsworthy? Whatever you can do to make your story stand out from all of the rest, helps make it a possible candidate for coverage.

ENROLLMENT THROUGH RETENTION

Retention is the other arm of recruitment. Although a less obvious process than those procedures implemented for the recruitment of students, retention is nevertheless crucial to a school. A school's retention rate significantly affects the morale, finances and quality of the academic program. It is far easier to retain students who succeed in the school program than to recruit a new student for each student who transfers to a new school. Along with brainstorming for recruitment ideas, you should simultaneously be brainstorming for ways of retaining your current students.

Just as someone should be specifically responsible for student recruitment, so too should a person be designated to design, evaluate, and monitor the student retention plan. For some schools, the retention plan might be part of the job description for the person responsible for student recruitment. This melding of job responsibilities carries with it some potential difficulties, however. Since retention issues at times carry with them confidential family information, or may involve conflicts between a student and a teacher, or possibly require the assistance of the school counselor, it might be more feasible for an administrator to implement the retention program. This person will be responsible for designing ways to prevent transfers and dropouts, for gathering and processing data, tracking patterns of student retention, and for securing the cooperative involvement of the faculty in retention while simultaneously upholding the school's standards.

Involve Faculty and Administration

The faculty and administration are the key players in retention. Listed below are a few suggestions for increasing their involvement in the student retention process:

A. Create a Big Sister/Big Brother program and plan monthly activities.	September
B. Ask that the faculty create a "loner list" and submit it to the student activities coordinator.	January

C. Ask that teachers meet every quarter/ semester with their students to discuss with each how the year is going. Quarterly

D. Recognize students on their birthdays with a card or a notice in the bulletin. Ongoing

E. Establish a peer counseling group through your school's counseling department. March

F. Create a program to encourage self-confidence. Take any opportunity to recognize a student. Ongoing

"Loner Lists": A "loner list" would be a list of students that teachers have observed as being on the fringes of the school community. Such students are not actively involved in school and don't seem to be happy. Teachers and administrators should be on the look-out for these students and encourage them to become involved. Teachers can use a form to note early concerns about individuals. A simple statement, taking less than a minute to complete, can be given to the principal or counselor. Sample:

"I'm worried about_____
because _____
I know this because_____

Teacher's Name _____ Date _____

Example: I'm worried about Susie Jones because she always eats alone. I know this because I'm on lunch supervision."

Gather the faculty who might have contact with the student and discuss the concern. Design a low-profile follow-up plan to reach out to this student. On the high school level, conduct a staff meeting twice a month with the athletic director, activity director, campus minister, assistant principal and counselor to review the forms received and plan appropriate assistance.

Big Brother/Big Sister Programs: A Big Brother/Big Sister program where each younger or new student is assigned to an older student or a "buddy" (the same grade

for a transfer student) is an excellent way of helping new students adjust. Host a social or party at the beginning of the year to get acquainted. Ask that the big brothers and sisters meet periodically with their little brother and sister for lunch.

Peer Counseling: A peer counseling group comprised of students from all different years could serve as a sounding board for students who need to talk to other students about what they may be experiencing throughout the year.

Gather Information About Non-returning Students

Each September, many schools are surprised by some students who do not return. The reason students leave is important information for a school to examine. Ask a school board member to conduct a phone survey of each family which did not send their child back to the school. Using a set of standard questions, and assuring the parent that the information will be conveyed only within a summary report, the board member can then report to the school board concerning trends affecting the decision not to return to school.

Plan Communication With Transfer Students to Your School

Provide direct contact with the transfer students, individually or in small groups, to ask questions about such issues as their involvement, formation of new friendships, academic success, satisfaction compared to last year, or opinions their parents have about the school. Phone the family of the transfer student and inquire how they view the student's adjustment.

Involve the School Staff

Share the profile of retention information with everyone employed at the school. Invite secretarial and custodial staff to join teachers in the process. After sharing the retention report, design small group meetings to discuss suggestions for improving retention. The principal would attend all these meetings.

Promote from Within

The public address system, bulletin boards, the school's newsletter, newspapers, assemblies and report cards all provide opportunities to let the school family know more about the achievements of students and faculty. Students, parents and staff are often the best resource for spreading the good news of the school. Create one-liners which tell the facts about test scores, faculty and student achievements, community service, faith community, and curricular and co-curricular programs. Keep the information short and precise. The information will have an "echo effect" as the information is repeated by students, teachers and parents.

PART III
Open House—A Key Event

Public relations events combine the information gained through your marketing and recruitment and retention efforts and are designed to promote the good news about your school in the community. Events should be organized to increase the visibility of your school and make people aware of your school and what it has to offer.

Events such as Open House provide a great opportunity for outreach to the community. In order to be truly successful, however, these events must be carefully planned in order to achieve the greatest amount of exposure in the most effective manner. A well-planned publicity strategy must be balanced by careful internal preparation by teachers, students and parents. Outlined here are suggestions for a sample Open House which can easily be adapted to your particular school and its events.

Planning for an event such as an Open House should begin at least eight weeks prior to the event. Key aspects of planning and promotion are described below.

Timing

Carefully research the best time to conduct your Open House. Some schools find Sunday afternoon more desireable than a weekday evening. Check on time conflicts with other events which might attract your potential students and their parents. At the high school level, invite 5th, 6th, 7th and 8th graders. Carefully coordinate the date for the Open

House with the schedules of your feeder schools and programs. In order to allow a comprehensive look at your school allow sufficient time. Decide whether the event will begin at a specific time or if people are welcome anytime between the designated hours.

Publicity

Free Publicity

Invitations/letters should be sent to:

- Your prospective student mailing list
- Religious Education students
- Pre-schools and kindergartens
- Parents and Alumni

Personalize the Invitation: The more personal the contact, the more likely the invitees will respond. If possible, follow the letter with a phone call from a parent or student in order to reinforce the invitation.

Public Service Announcements (PSAs)/Community Calendars: Mail a two to three sentence press release with your school's Open House date, time, location and some highlights to radio stations and television community service bulletins. Many stations require a three to four week lead time. Check with each station in advance to determine their deadlines.

Fliers: Fliers can be posted in parishes or on neighborhood shopping center bulletin boards.

Announcements: Advertise the event well in advance in the Sunday parish bulletins. Ask the pastor to specifically mention the event during Sunday announcements.

Advertising

If your school has budgeted for advertising, Open House is one of the most appropriate opportunities to advertise.

If you plan to advertise on radio or in the newspaper, be aware of your target audience. Make sure that the listening or reading audience is the demographic audience that your school needs to reach in terms of age, socio-economic status or geographical location. The radio station and newspaper sales staff should provide you with this information.

Preparation

Prepare a complete information packet for those who attend. These packets should contain the following elements:

1. Introduction letter from the principal
2. Map of the school
3. Schedule of the day's events
4. Registration form and description of the registration process
5. Tuition and curriculum information
6. School fact sheet with information such as a description of the current student body, student/teacher ratio, average number of students per class, profile of faculty by degrees and years of teaching experience, activities available, and unique advantages of the school. (See General Information Sheet in Appendix C.)
7. Evaluation forms: one for the student and one for the parents.

Schedule students and parents who will be assisting with the day and provide for some preliminary training. Involve the entire faculty in designing the classroom activities and the co-curricular rehearsals which will be ongoing during the hours of Open House. Decorate the school to create a lively spirit and to reflect student learning and involvement.

Format

Every school will have a different format. One possible approach to an Open House is detailed below:

1. Visitors are greeted at the school entrance by a group of students who will escort them to a gathering place such as the library, cafeteria or conference room. Refreshments are served and each family is seated with a parent(s) and a student from your school.

2. The prospective student fills out an information sheet (see Appendix B) while the prospective parents speak with parents from your school who answer questions and share their excitement for the school.

3. The family is escorted to another location to hear a few words from the school principal and to watch a video or slide show. If your school does not have either of these visual aids, consider producing one. Visual aids are much

more effective than presentations made by a single individual. Photos, charts and signs all help communicate your school's message.

4. Next stop is a panel of students (one might be a recent graduate) who talk briefly about what the school has done for them.

5. The family can then tour the school and visit classrooms. Teachers should be in their classrooms along with students demonstrating their particular subject area. For example:

Spanish class—students playing Spanish bingo, listening to Spanish music. Teacher leading game and available to greet visitors.

Science—students working on experiments. Teacher available to greet visitors. Science projects displayed.

Student government—student officers available to answer questions. Photos of school activities displayed. Handout of all school extra- curricular activities distributed to visitors. Coaches available to talk about their programs.

Ask that your teachers be creative in planning for their part in Open House and invite families to stop in the classroom to take a closer look at class activity.

6. At the exits, place a few parents and students to collect evaluation forms, answer questions and thank visitors for attending.

Evaluations

Has your Open House format been successful thus far? (See Evaluation Forms in Appendix D and E.) Are the spirit and enthusiasm of your school communicated? Provide your teachers as well as the parents and students that are involved with evaluation forms. Try to determine if prospective parents and students come away from the Open House with all of the information needed to make a decision.

Conclusion

Recruitment is challenging, but exciting. It encourages potential students and their families to experience the school from the inside and to gain the necessary information for a wise selection of a school. Retention is also challenging and exciting. Through the retention efforts the school extends the personal care to help individual students to a more happy and successful school experience. Both recruitment and retention require a certain attitude that welcomes the questions and appreciates the questioner. Marketing plans precede the recruitment effort and allow the school to do more than just increase enrollment. The public relations program sustains and increases the awareness and appreciation of the school. These collective efforts renew the school's place in the community, benefit an ever greater number of students and their families, and insure the future contribution of Catholic education in your location.

It is rewarding when the results of your school's marketing efforts become evident. For instance, when parents, students or teachers begin stopping the student recruitment person in the hall to give names of prospective students or to share new marketing ideas, your goal of broadening the base of involvement is reached. Eventually more inquiries to the school, increased attendance at Open House, more students taking your entrance or placement exam, and finally a greater enrollment in your school occurs.

Just as your school makes a year-round contribution to the community, so too must your recruitment and retention efforts be a year-round activity. Your school is committed to providing a quality Catholic education to your students, and your marketing and public relations plans must be committed to promoting your school's message, both internally and externally. By carefully coordinating the elements of a year-round plan incorporating marketing, public relations and student recruitment and retention, you can help insure a solid foundation upon which your school can build for the future.

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Appendices

Appendix A: Image Survey

This image survey was designed by Northwest Regional Education Laboratory (Portland, Oregon) to determine: 1) who makes the choice of a high school; 2) the relative importance of various factors in the choice of a school; and 3) the "image" of a school. The questionnaire can be adapted to assess the attitudes of those currently connected with the school or those who are considering the school.

FRESHMAN QUESTIONNAIRE

Name: _____

Grade School: _____

A. GENERAL (mark all answers which apply in number 1 and 2)

1. When you began looking into high schools, how did you first hear about_____(name of school)?

[ ] friend
[ ] student/friend at that school
[ ] parent(s)
[ ] advertising
[ ] teacher/counselor
[ ] coach
[ ] visitation by that school
[ ] Other_____

2. Did you ever visit the school before applying? If so, when or for what event(s)?

[ ] Open House
[ ] Tour
[ ] Other (please specify) _____
[ ] Bring a Friend Day
[ ] Other Visitation Day

B. IMPORTANT FACTORS IN YOUR CHOICE OF SCHOOL

Please rate each person below according to how much INFLUENCE he or she had on your decision to attend_____ (name of school).

	Greatly Influential	Somewhat Influential	Slightly Influential	Not Influential
3. Yourself	a.	b.	c.	d.
4. Your mother	a.	b.	c.	d.
5. Your father	a.	b.	c.	d.
6. Former students of the school	a.	b.	c.	d.
7. Your friends	a.	b.	c.	d.
8. Your pastor, nun or other religious leader	a.	b.	c.	d.
9. School counselor	a.	b.	c.	d.
10. Your middle school teachers	a.	b.	c.	d.
11. Someone else	a.	b.	c.	d.

C. RATING OF YOUR SCHOOL CHARACTERISTICS

Questions twelve through thirty-three concern a list of important school characteristics. Please rate each of the following for your school or your first choice school, (the high school you now attend or the high school you most likely will attend next year). Use the following scale to mark your answers:

a. Very Positive
b. Positive
c. Negative
d. Very Negative

For example, if you think your school grounds and buildings were a very negative characteristic of your school, you would indicate "d" on the answer sheet for question fourteen, even if the buildings and grounds of a school are not very important to you.

	Very Positive	Positive	Negative	Very Negative
12. Quality of academic programs	a.	b.	c.	d.
13. Number of academic classes	a.	b.	c.	d.
14. Campus grounds and buildings	a.	b.	c.	d.
15. Reputation of the faculty	a.	b.	c.	d.
16. High percentage of students attending college	a.	b.	c.	d.
17. Leadership opportunities	a.	b.	c.	d.
18. Class size	a.	b.	c.	d.
19. Student/faculty relations	a.	b.	c.	d.
20. Opportunities for school				

involvement	a.	b.	c.	d.
21. Art, drama and music	a.	b.	c.	d.
22. Advanced placement classes	a.	b.	c.	d.
23. Overall reputation of the school in the community	a.	b.	c.	d.
24. School opportunities and atmosphere	a.	b.	c.	d.
25. Availability of religious instruction	a.	b.	c.	d.
26. Absence of religious instruction	a.	b.	c.	d.
27. Student discipline which is expected and maintained	a.	b.	c.	d.
28. Gender of student body (i.e., coed, all male or all female)	a.	b.	c.	d.
29. Athletic programs	a.	b.	c.	d.
30. Transportation convenience with either school-sponsored or public transportation	a.	b.	c.	d.
31. Nearness to home	a.	b.	c.	d.
32. Location of school (proximity to arts, libraries, etc.)	a.	b.	c.	d.
33. Cost (tuition and fees)	a.	b.	c.	d.
34. Financial aid given or offered	a.	b.	c.	d.

D. IMPORTANT FACTORS IN YOUR CHOICE OF SCHOOL

Please rate the importance to you of characteristics in a school. Read the ENTIRE list before marking any answer. Use "extremely important" only *three times.*

	Extremely Important	Very Important	Important	Somewhat Important	Not Important
35. Availability of religious instruction	a.	b.	c.	d.	e.
36. Absence of religious activities	a.	b.	c.	d.	e.
37. Nearness to home	a.	b.	c.	d.	e.
38. Student discipline which is expected and maintained	a.	b.	c.	d.	e.
39. Quality of academic programs	a.	b.	c.	d.	e.
40. Number of academic programs	a.	b.	c.	d.	e.

	Extremely Important	Very Important	Important	Somewhat Important	Not Important
41. Reputation of faculty	a.	b.	c.	d.	e.
42. Overall reputation of school in the community	a.	b.	c.	d.	e.
43. High percentage of students attending college	a.	b.	c.	d.	e.
44. Leadership opportunities	a.	b.	c.	d.	e.
45. Class size	a.	b.	c.	d.	e.
46. Advanced placement classes	a.	b.	c.	d.	e.
47. Cost (tuition and fees)	a.	b.	c.	d.	e.
48. Financial aid offered	a.	b.	c.	d.	e.
49. Opportunities for school involvement	a.	b.	c.	d.	e.
50. Art, drama and music	a.	b.	c.	d.	e.
51. Student/faculty relations	a.	b.	c.	d.	e.

Appendix B: Form for Visitors to complete as they arrive for Bring a Friend Day

Visitor Student Information

Name: _____ *School:* _____

Home address: _____

Present Grade: _____Graduation Year: _____

City: _____ State: _____ Zip: _____

Phone: _____

Number of years in Catholic school: ____Public school: ___
Your birthday: _____

Please check the *three* areas of greatest interest to you:

[ ] Student Government	[ ] Health	[ ] Foreign Language
[ ] Drama	[ ] Religion	[ ] Math
[ ] Social Studies	[ ] Science	[ ] Other_____
[ ] English	[ ] Computers	
[ ] Music (specify) _____	[ ] Sports (specify) _____	

How have you heard about this school? Please mark all the ways that apply to your situation:

[ ] Invitation	[ ] Catholic newspaper	[ ] Posters
[ ] Teacher	[ ] Public newspaper	
[ ] Friend	[ ] Radio	
[ ] Parent	[ ] Parish Bulletin	
[ ] Friend's parent	[ ] Other_____	

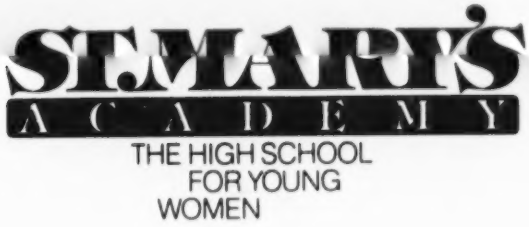
Who invited you today? _____

Who is your "partner" for today? _____

Name of your parent(s): Father: _____
first last
Mother: _____
first last

You live with: [ ] both parents [ ] mother [ ] father
[ ] other (please specify) _____

Appendix C: General Information Sheet



. . . education uniquely focused on young women

GENERAL

* St. Mary's Academy was one of the first private schools to be nationally recognized with the USA Exemplary School Award for standards of excellence. St. Mary's has been awarded this recognition twice, the only school in the state of Oregon to achieve such an honor.
* Owned and operated by the Sisters of the Holy Names of Jesus and Mary since 1859, St. Mary's is the oldest continuous operating high school in the state of Oregon.
* St. Mary's is located in downtown Portland, conveniently near Portland State University, the Portland Art Center, the Oregon Historical Society, and the main library.
* St. Mary's is a member of the National Catholic Educational Association and is accredited by the Northwest Association of Schools and Colleges.

FACULTY

* St. Mary's has two guidance counselors, one for college counseling and one for personal counseling.
* 80% of our faculty have Master's degrees; one holds a J.D. degree and two hold Ph.D's.
* 30% of our faculty are members of religious orders.

STUDENTS

* St. Mary's student/faculty ratio is 12:1. The average class size is 25 students.
* Students come from 32 communities in Oregon and Washington.
* 68% of our students are Catholic: 32% are of other faiths.
* 92% of our students choose college immediately after graduation.
* 31% of our current students receive financial assistance based on need.

ACADEMICS

* Advanced Placement classes are offered in English, American History, Modern European History, Biology, Calculus, and Computer Programming.
* All students are taught fundamental computer skills.
* Students are required to complete the following credits for graduation: Religion, 4; English, 4; Mathematics, 4; Social Science, 3; Fine Arts, 1; Foreign Language, 2; Physical Education, 1; Health, 1; Electives, 5; Living Skills, 1.
*Private Instruction in music and voice is offered.

CO-CURRICULAR

* St. Mary's offers opportunities for spiritual growth through retreats, encounters, weekly optional liturgies and workshops.
* 100% of our student body participates in one or more of over 25 service projects in the community. St. Mary's has a full-time service coordinator on staff.
* There are nine active student clubs and organizations.
* St. Mary's fields varsity teams in 7 sports, including volleyball, soccer, tennis, basketball, swimming, skiing and golf.
* Fine arts performances include productions in drama, music, choir and art displays.

130 YEARS OF MAKING A DIFFERENCE
1615 SW Fifth Avenue, Portland, OR 97201
Telephone: 503/228-8306

Appendix D: Sample Evaluation Form for Parents at Open House.

_____

Parent's Name

EVALUATION FORM FOR OPEN HOUSE

(This form is to be completed by one parent or both parents together.)

Please answer each question honestly. We designed our Open House to address the information needed by parents and students. Your feedback will be used to evaluate this year's program and to improve our design for next year. Thank you for coming and for responding to this questionnaire.

1. Did you receive the kind of information you wanted?

[ ] Yes [ ] No [ ] Partially

Comment: _____

_____

_____

2. Did you have enough opportunity to hear from the following people:

Yes	No	
[ ]	[ ]	Administrators
[ ]	[ ]	Teachers
[ ]	[ ]	Students
[ ]	[ ]	Parents of current students
[ ]	[ ]	Coaches
[ ]	[ ]	Counselors

3. The best part of Open House was _____

_____

_____

4. Open House could be improved by _____

_____

_____

5. I heard about Open House through: (check all that apply)

[ ] The Oregonian
[ ] The Catholic Sentinel
[ ] Young American
[ ] Valley Times
[ ] Poster (where?) _____
[ ] Other (specify) _____
[ ] Daughter
[ ] Parish Bulletin
[ ] Lake Oswego Review
[ ] Billboard
[ ] Daughter's teacher
[ ] Radio
[ ] Another parent
[ ] Current Student (who?) _____

6. When my daughter enters high school, she

[ ] will attend St. Mary's
[ ] might attend St. Mary's
[ ] probably will not attend St. Mary's
[ ] no decision has been made yet

Please give your reasons for the above choice: _____

_____

_____

Thank you for completing this questionnaire. Please leave it at the front hallway table as you leave.

Appendix E: Sample Evaluation Form for Students at Open House

Student Name: _____

EVALUATION FORM FOR OPEN HOUSE
This form is to be completed by a student.

Please answer each question honestly. We designed our Open House to help you. Your answers to these questions will help us. Thank you for coming and for answering this questionnaire.

1. How much information did you receive about St. Mary's today?
   [ ] much information [ ] some information
   [ ] little information

I learned most about _____

I wish I could have learned more about _____

_____

2. How did you feel about your welcome today?
[ ] I felt very welcome [ ] I felt OK [ ] I felt a little unwelcome
Why? _____

3. Did you have enough opportunity to hear from:

Yes	No	
[ ]	[ ]	St. Mary's Academy students
[ ]	[ ]	Teachers
[ ]	[ ]	Activity, athletic and counseling staff
[ ]	[ ]	Parents of SMA students

4. The best part about Open House was _____

_____

5. The Open House could be improved by_____

_____

6. I heard about Open House through: (check all that apply)

[ ] The Oregonian
[ ] The Catholic Sentinel
[ ] Young American
[ ] Valley Times
[ ] Other (specify) _____
[ ] Parish Bulletin
[ ] Lake Oswego Review
[ ] Billboard
[ ] Radio
[ ] Poster (where?) _____
[ ] Current Student (who?) _____

7. For my high school, I

[ ] will attend St. Mary's
[ ] might attend St. Mary's
[ ] probably will not attend St. Mary's
[ ] have not yet decided.

_____ _____

Name Grade

Thank you for completing this questionnaire. Please leave it at the front hallway table as you leave.

NATIONAL CATHOLIC EDUCATIONAL ASSOCIATION
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Washington, D.C. 20007-3852

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